

Copping, Adrian (2017) Going through the mirror: enactment, reflection and community of practice. In: 8th Teacher Education Advancement Network (TEAN) Annual Conference: Thinking Deeply About Teacher Education, 11-12 May 2017, Birmingham, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/3943/>

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
- a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.

SESSION 2

Session 2 - Presentation (13.30 – 14.00) Thursday May 11th

2J16 Session lead: Adrian Copping

Room: Conference Room 1a

Title: Going through the mirror: Enactment, reflection and community of practice

Lead Presenter: Adrian Copping – University of Cumbria

Aim: This paper reports on an enactment model of teaching, and the impact it has had on students' learning, reflection and practice. It aims to show how this approach can create a community of practice and pedagogy between tutor and students within which the learning and understanding of both parties develops.

Content: The presentation will begin by outlining the context of the 'enactment approach' and the concept of 'going through the mirror' (Bolton, 2010). In this example, the presenter showed an unedited one-hour film of him teaching a class of children to a group of 24 Primary PgCE students. Each sub group of six students watched the clip through one of Brookfield's (1995) reflective lenses; autobiographical, children's, peers and literature. Each group then discussed responses through those lenses, asked any questions and shared learning gained.

The presentation will go on to explore how the approach has begun to develop a community of practice between tutor and students. It will then explore how taking a risk, 'going through the mirror' and laying their own classroom teaching open for their students impacted upon relationship between tutor and students and students' developments as teachers.

The presentation will go on to discuss how this approach has moved this group of students on in their learning, and will examine how the presenter has also developed as a teacher as a result. The presentation will conclude by looking at wider implications of this approach, the importance of the reflective model as a framework for observation and discussion and some of the challenges for ITE tutors taking this approach. Attendees will be invited to evaluate the ideas with respect to their own contexts and share current examples of practice relating to the discussion.

Thinking deeply about teacher education: This presentation provides some lenses through which to think deeply: pedagogy of initial teacher education, the role of the ITE tutor, the role of reflection in learning and communities of practice. It promotes something a little different and may provoke a little unease. A little discomfort can provoke deep thought.

The country/ies to which the presentation relates: UK and international